I. ASCRC General Education Form

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<tr>
<th>Group</th>
<th>Group VII Social Science</th>
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<tbody>
<tr>
<td>Dept/Program</td>
<td>Dept. of Society &amp; Conservation, B.S. in Recreation Management</td>
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<tr>
<td>Course #</td>
<td>RECM 217</td>
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<tr>
<td>Course Title</td>
<td>Wildland Recreation Management</td>
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<td>Prerequisite</td>
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<td>Credits</td>
<td>3</td>
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II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>Neil Moisey</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>6673, <a href="mailto:moisey@forestry.umt.edu">moisey@forestry.umt.edu</a></td>
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<tr>
<td>Program Chair</td>
<td>Michael Patterson</td>
<td></td>
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<tr>
<td>Dean</td>
<td>James Burchfield</td>
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III. Description and purpose of the course: General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm](http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm)

This 200-level course is designed both for RECM majors and for non-majors, and has no prerequisites. This course addresses concepts and issues related to the management of wildlands as an environment for outdoor recreation. Relationships between recreation visitors, the resource base, and management policies are explored. Additionally, issues related to recreation planning on multiple-use forest lands, parks, wilderness areas and private lands are discussed. *The focus of the course is to familiarize students with some of the terms, concepts, research, and literature from the social sciences that have relevance for natural resource managers.* It will also allow students to apply this knowledge to problem areas encountered by recreation specialists, interpreters, park administrators, planners and rangers, guides and outfitters, landscape architects, and wildlife officers.

This course has broad roots in social, environmental, and cognitive psychology. The academic areas of political science, economics, sociology and philosophy also contribute to understanding the human dimension of resource management. Many of the management practices used in recreation or protected natural areas are based on research from these disciplines. Understanding where to find, interpret and use this type of information is essential for any student who may wish to become involved with the planning, design and management of parks, wildlands and natural resource protected areas or commercial concessions that are dependent on a natural resource base.

IV. Criteria: Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)
1. systematically study individuals, groups, or social institutions;  
Wildland recreation management examines recreationists and their behavior as it relates to the management of natural resources. Individual behavior and the behavior of social groups are examined through their recreation choice and how that impacts the experiences of others and the underlying resources. A historical overview of societal values as they relate to natural resources provides a foundation for understanding current issues. The dynamics between social institutions, public agencies and representative groups is examined to further understand Wildland management, the preservation of societal values for natural resources, and recreational opportunities.

2. analyze individuals, groups, or social problems and structures; and/or  
Psychological, sociological, economic, philosophical and political theories from both a historic and modern perspective are used to fully understand the individual, and societal values for parks, recreation and nature-based tourism settings.

3. give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis.  
A historic overview of the scientific, philosophical and political writings provides a basis for understanding the role of nature in society and value to the individual. Both quantitative and qualitative research data and conclusions from environmental social science literature, recreation and leisure studies, social psychology and sociology are examined in the context of their application to recreation and tourism settings.

V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals.  See: [http://www.umt.edu/facultysenate/ASRCNx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASRCNx/Adocuments/GE_Criteria5-1-08.htm)

1. Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships;  
The nature, structure, and historical development of individual and societal values for nature and natural resources, leisure behavior, recreation and tourism management organizations, and current management challenges are emphasized.

2. use theory in explaining these individual, group, or social phenomena; and/or  
Psychological, sociological, economic, and political theories are used in the understanding and prediction of recreation and tourism behavior in context of managing scarce natural resources.
3. understand, assess, and evaluate how conclusions and generalizations are justified based on data

Current recreation and tourism research data, both quantitative and qualitative, are examined in the context of natural resource planning, understanding recreation behavior and benefits, understanding of the changing role of communities and their involvement in natural resource management and the continuing evolving role of public agencies and their missions to uphold broader societal values for natural resources. The use of current issues provides a vehicle to integrate both the historic perspectives with more current research.

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.

WILDLAND RECREATION MANAGEMENT
RECM 217, 3 credits MWF @ 1:10-2:00

FOR 106

**Instructor:**
Dr. Neil Moisey  
Science Complex 440  
243-6673  
moisey@forestry.umt.edu

**Teaching Assistant:**
Dave Morris  
Science Complex 420  
243-4325  
Dave.Morris@umontana.edu

**Office Hours:**  
M, F 9:00 – 12:00 or by appt.

**Course Description**
This course addresses concepts and issues related to the management of wildlands as an environment for outdoor recreation. Relationships between recreation visitors, the resource base, and management policies are explored. Additionally, issues related to recreation planning on multiple-use forest lands, parks, wilderness areas and private lands are discussed.

**Course Overview and Goals**
Much of natural resource management is really dealing with the people who use those resources and other managers and policy makers. Agencies and organizations increasingly seek professionals who can combine a knowledge of both the biophysical and the human dimensions of natural resources management. The focus of the course is to familiarize you with some of the terms, concepts, research, and literature from the social sciences that have relevance for natural resource managers. Class discussions, readings and lectures will place an emphasis on examining why recreation resources are managed as they are while providing an introduction to how they are managed. It will also allow you to apply this knowledge to problem areas encountered by recreation specialists, interpreters, park administrators, planners and rangers, guides and outfitters, landscape architects, wildlife officers - to name a few.

Much of the work we will explore in this course has its roots in social, environmental, and cognitive psychology. The academic areas of political science, economics, and philosophy also contribute to understanding the human dimension of resource management. Many of the management practices we use in recreation or protected natural areas are based on research from these disciplines. Understanding where to find, interpret and use this type of information is essential for any student who may wish to become involved with the planning, design and management of parks, wildlands and natural resource protected areas or commercial concessions that are dependent on a natural resource base.

Specifically, you should gain from this course:

1. An understanding of the relationships between recreationists and the environment and how these relationships are managed in wildland settings.
2. An understanding of the problems or challenges resulting from the interactions of people, resources and land managers.
3. Knowledge of how to evaluate recreation resource management decision-making (e.g. impact identification).
4. An understanding of the role of the recreation management profession in relationship to other disciplines of natural resource management.
5. To illustrate how specific concepts have been applied to natural resource settings, for example: crowding, satisfaction, conflict, values, attitudes, and norms.

**Required readings and resources:**
1. Readings are available from the ERES site (http://eres.lib.umt.edu/eres/).
2. Additional reserve readings as assigned will be available on ERES.

**Requirements And Evaluation**

1. Any student with learning disabilities or disadvantages needing special dispensation or assistance will inform the instructor immediately following the first class.
2. Attendance is expected, though not required. It is the student’s responsibility to cover the material missed due to absence.
3. **All exams must be taken on the scheduled date.** If special circumstances require a student to take the exam at an alternate date arrangements must be made with the instructor prior to the test date. Exam dates will be scheduled throughout the semester.

4. **Reading:** Weekly quizzes will be from the assigned readings. The readings will parallel class discussion. You are responsible for all reading material.

5. **Sample exam questions:** Sample exam questions are available on-line from the ERES page (http://eres.lib.umt.edu/eres/). Exams questions will come from these sample questions.

**Grading**

Total points at the end of the course will be used to determine your grade.

- 300 pts. Three exams scheduled throughout the semester.
- 100 pts. Weekly quizzes (10 points each - can drop lowest score)
- 20 pts. Discussion, participation, and assignments
- 420 pts. Total

**Attendance policy and classroom behavior.**

Students are expected to attend all class sessions, take all tests, complete all assignments both inside and outside of class. Students are responsible for all facets of the assignments which total together to form the final grade. Everyone is also expected to complete assigned readings and do research both in the library and in connection with specific agencies, businesses and individuals and possibly on the Internet. When working in groups, group members are responsible for meetings of these groups. As far as behavior in the university classroom, it is important that everyone take part in the classroom activities and discussions, and are not disrespectful of other students, faculty or guest speakers. Arriving on time and leaving on time, not engaging in excessive talking or disturbing activities in the class room, allowing for diverse opinions, are some examples of expected behavior. When meeting with public officials, business leaders, and others, students should be aware that their behavior in these professional situations reflects not only on themselves, but may also concern the university as a whole.

**Make up policy:**

Assignments must be turned in at the beginning of class on the day they are due. These due dates will be announced in class and may be listed in the Final Schedule. Late assignments will receive a 10% reduction in grade value the first week and will not be accepted after one week. In the case of a verifiable emergency (medical, family etc.) I will make every effort to work with the student - but I need to be informed as soon as possible. If the student has university excused absences for athletics or other purposes I need to know in advance to work out any make up or alternative assignments.

**Readings- Additional readings will be assigned!**

*Introduction*

- USDA Forest Service Recreation Agenda, 2003
• ANILCA Citizens Guide - introduction by Jimmy Carter, 2000
• Ch.04: Social and Technological Forces Affecting Outdoor Recreation

**Historical Contexts For Recreation**


**Management Frameworks**


of Workshop held at the University of Waterloo, December 1, 1994, Occasional Paper #26, Heritage Resources Center, University of Waterloo, pp. 9-22.


**Recreation Use and Its Impacts**


**Understanding the Recreational Visitor**


**Issues In Recreation - Integrating Concepts of Recreation**


• Blodgett, P.J. (1990). Striking a balance: Managing concessions in the National
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<tr>
<th>Section</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
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<tr>
<td>1. Introduction</td>
<td>25-Aug</td>
<td>Class overview and objectives</td>
<td></td>
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<tr>
<td></td>
<td>27-Aug</td>
<td>Why are we here?</td>
<td>Rec agenda &amp; ANILCA &amp; Ch 4</td>
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<tr>
<td>2. Historical contexts</td>
<td>29-Aug</td>
<td>Meanings and concepts of recreation</td>
<td>Knopf</td>
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<tr>
<td>1-Sep</td>
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<td>Labor Day Holiday -- <strong>NO CLASS</strong></td>
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<td>3-Sep</td>
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<td>Benefits of recreation</td>
<td>Ibrahim - Foundations of outdoor recreation</td>
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<tr>
<td>5-Sep</td>
<td></td>
<td>Philosophical origins of land management agencies</td>
<td>Wellman Ch 3: Roots of policy</td>
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<tr>
<td>3. Management frameworks</td>
<td>8-Sep</td>
<td>Legislative origins of land management</td>
<td>Wellman Ch 4 Inst Origins USFS</td>
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<td></td>
<td>10-Sep</td>
<td>Recreation management model</td>
<td>Wellman Ch 5 Inst Origins – NPS; Jensen State Agencies</td>
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<td></td>
<td>12-Sep</td>
<td>Recreational Opportunity Spectrum (ROS)</td>
<td>Jubenville, Recreation Model; Appx C, ROS</td>
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<td>15-Sep</td>
<td>Carrying Capacity</td>
<td>Manning, Carrying Capacity; Haas, visitor capacity</td>
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<td>17-Sep</td>
<td>Limits of Acceptable Change</td>
<td>McCool, LAC;</td>
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<td>19-Sep</td>
<td>Benefits-Based Management</td>
<td>Borrie, BBM;</td>
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<td>22-Sep</td>
<td>EM/Multiple use</td>
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<td>24-Sep</td>
<td>Conflict Models</td>
<td>Jacob &amp; Schreyer, Conflict;</td>
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<td><strong>Exam 1</strong></td>
<td>26-Sep</td>
<td><strong>EXAM 1</strong></td>
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<td>4. Recreation use and its impacts</td>
<td>29-Sep</td>
<td>Nature of impacts: visitor and resource interactions</td>
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<td>1-Oct</td>
<td>Nature of impacts: visitor and resource interactions (cont.)</td>
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<td></td>
<td>3-Oct</td>
<td>Soil, vegetation, wildlife and water -- considerations in recreational impacts</td>
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<td>6-Oct</td>
<td>Soil, vegetation, wildlife and water – (Cont.)</td>
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<td>8-Oct</td>
<td>Monitoring setting attributes -- visitor use</td>
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<td></td>
<td>10-Oct</td>
<td>Monitoring setting attributes -- campsites</td>
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<td>13-Oct</td>
<td>Monitoring setting attributes -- Monitoring impacts -- trails</td>
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<td>15-Oct</td>
<td>Visual resources/aesthetics</td>
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<td>5. Understanding the Recreational Visitor</td>
<td>17-Oct</td>
<td>Visual resources/aesthetics (cont.)</td>
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<td>20-Oct</td>
<td>Demand and motivation</td>
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<td>22-Oct</td>
<td>Demand Curve</td>
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<td>24-Oct</td>
<td>Satisfaction</td>
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<td>Topics</td>
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<td>27-Oct</td>
<td>Crowding</td>
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<td><strong>Exam 2</strong></td>
<td>29-Oct</td>
<td>Visitor Succession &amp; Displacement</td>
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<td>31-Oct</td>
<td><strong>EXAM 2</strong></td>
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<td>3-Nov</td>
<td>Stress and coping approach to succession and displacement</td>
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<td>5-Nov</td>
<td>Recreation specialization</td>
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<td>7-Nov</td>
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<td>10-Nov</td>
<td>Alternative Management Approaches -- Direct vs. Indirect</td>
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<td>12-Nov</td>
<td>Alternative Management Practices</td>
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<td>14-Nov</td>
<td>Use Limit Policies</td>
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<td>17-Nov</td>
<td>Use Limit Policies (Continue)</td>
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<td>6. Issues</td>
<td>19-Nov</td>
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<td>21-Nov</td>
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<td>24-Nov</td>
<td>Interpretation</td>
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<td>26-Nov</td>
<td>Place, Meaning and Values</td>
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<td>28-Nov</td>
<td>Place, Meaning and Values (cont.)</td>
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<td>1-Dec</td>
<td>Concessions</td>
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<td>Fees, Privatization and commercialism</td>
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<td>5-Dec</td>
<td><strong>EXAM 3</strong></td>
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<td>Final discussion</td>
<td>9-Dec</td>
<td>Tuesday 3:20 to 5:20</td>
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